

# Unit 1: Natural Texas and Its People

## Lesson Plan: What's the story?

(45 – 60 minutes)

<b>Objective</b>	<p>Students will be able to put the various American Indian tribes of Texas into the context of pre-European exploration of Texas. They will be able to identify the power dynamics between certain tribes at the time, as well as which tribes were not yet present chronologically.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine the dynamics of the different tribes in Texas at the beginning of the 1500s, or the 16<sup>th</sup> century.</li> <li>2. <b><u>I will</u></b> make and support claims about the various tribes of Texas based on my reading passage.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Chronology of American Indians in Texas before the Age of Contact</li> <li>• Power relationships between tribes</li> <li>• How geography influences human activity</li> <li>• How historical information is obtained</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Comparing and contrasting</li> <li>• Geographic analysis</li> </ul>
<b>Essential Question</b>	What were the dynamics between various tribes of Texas in the 1500s, prior to the arrival of the Spanish?
<b>Assignment</b>	<ol style="list-style-type: none"> <li>1. <b>Warm-up:</b> <ol style="list-style-type: none"> <li>a. Students use a timeline of significant events in the history of American Indians in Texas before the Era of Exploration to make observations and formulate questions about this period of time.</li> </ol> </li> <li>2. <b>Lesson:</b> <ol style="list-style-type: none"> <li>a. <b>Part 1:</b> Students read a passage addressing and correcting several misconceptions that contemporary people may have about early American Indians in Texas. They answer True / False questions for comprehension.</li> <li>b. <b>Part 2:</b> Students read a passage demonstrating how the various tribes of Texas had developed over time and what their societies were like at the beginning of the 16<sup>th</sup> century.</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>i. Advanced students answer short, constructed response questions for comprehension.</li> <li>ii. Grade level students answer short, constructed response and multiple-choice questions for comprehension.</li> <li>iii. Foundations students answer multiple choice questions with supports directing them to where to find the information in the passage.</li> </ol> <p><b>3. Exit Ticket:</b></p> <ol style="list-style-type: none"> <li>a. Students will make a prediction about how they think the arrival of Europeans might affect the lives of the American Indians in Texas.</li> </ol>
<b>Materials</b>	<p><u><b>Links to the following materials</b></u></p> <ul style="list-style-type: none"> <li>• Slideshow Presentation</li> <li>• Warm up / Exit Ticket</li> <li>• Advanced worksheet</li> <li>• Grade Level worksheet</li> <li>• Foundations worksheet</li> </ul>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including assignments at three different levels of academic ability</li> <li>2. Reading supports directing students to evidence from the passage</li> <li>3. Multiple choice questions / reduction of writing</li> <li>4. Sentence stems for responses</li> <li>5. Reduction of answer choices</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.1A</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and Its People.</li> <li>• <b>7.2A</b> Compare the cultures of the American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.</li> <li>• <b>7.9A</b> Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications.</li> <li>• <b>7.20B</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause and effect relationships, comparing,</li> </ul>

	<p>contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <ul style="list-style-type: none"> <li>• <b>7.20C</b> Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</li> <li>• <b>7.20E</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.21A</b> Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.</li> <li>• <b>7.22A</b> Use social studies terminology correctly.</li> <li>• <b>7.22B</b> Create written, oral, and visual presentations of social studies information.</li> </ul>
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## Teacher Guide: What's the Story?

<b>Warm-up</b>	<ol style="list-style-type: none"> <li>Students will use a brief timeline of significant events regarding American Indians in Texas. They will make one observation or comment and formulate one question that they have.               <ol style="list-style-type: none"> <li>Slides 3 and 4 on the presentation restate the directions and provide a sentence stem for students to share their responses with the class.</li> <li>Slides 5 and 6 provide the essential question for the day's lesson and "We will / I will" statements.</li> </ol> </li> </ol>
<b>Lesson</b>	<p><b>Part 1: Early Texas People in Our Minds Today</b></p> <ol style="list-style-type: none"> <li>Students read the passage and answer T / F comprehension questions.               <ol style="list-style-type: none"> <li>Slide 8 provides a question to consider before reading. There are also 2 images on this slide. Students can predict how these images might fit into the reading, or what the reading might be about based on the images.</li> <li>Slide 9 provides an additional direction to help students show where they located their answer in the passage.</li> <li>Review answers together.</li> </ol> </li> </ol> <p><b>Part II: American Indians Before the Spanish Arrive</b></p> <ol style="list-style-type: none"> <li>Students will read the passage and answer the comprehension questions that follow.               <ol style="list-style-type: none"> <li>Slide 10 provides a pre-reading prediction question based on the map on their worksheet. The map is also provided on the slide.</li> <li>Slide 11 provides an additional direction to have students highlight or circle where they find each answer in the passage and write the number of the question it answers in the margin.                   <ol style="list-style-type: none"> <li>Advanced students will answer short constructed response questions.</li> <li>Grade level students answer a mixture of short constructed response and multiple choice, with the help of reading cues like bold words and phrases.</li> <li>Foundations students answer multiple choice questions with the help of reading cues that</li> </ol> </li> </ol> </li> </ol>

	underline and give a letter option to different possible answers.
<b>Exit Ticket</b>	<ol style="list-style-type: none"> <li>1. Students make a prediction based on their prior knowledge and their own best guess how the arrival of the Spanish might affect the lives of the American Indians in Texas.               <ol style="list-style-type: none"> <li>a. Slides 13 and 14 restate the directions and provide a sentence stem for students to share their responses.</li> </ol> </li> </ol>

## **Primary Sources Referenced in Lesson**

- Moon, Carl. *Corn Harvest at Santo Domingo*. 1938-40. Oil on canvas, 24 x 30 in. (61 x 76.2 cm). Smithsonian American Art Museum.  
<https://americanart.si.edu/artwork/corn-harvest-santo-domingo-71833>.
- Edwards, Nancy. [Canine artifact], photograph, 1969; (<https://texashistory.unt.edu/ark:/67531/metapth39676/>: accessed July 12, 2024), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Marfa Public Library.
- Arrowhead collected on the Cherokee Indian Reservation, Swayney, N.C., by Frans M. Olbrechts for the Bureau of American Ethnology, Smithsonian Institution. National Museum of American History. <http://n2t.net/ark:/65665/ng49ca746a5-579c-704b-e053-15f76fa0b4fa>
- Doll with cradle/cradleboard. National Museum of the American Indian. Smithsonian. <http://n2t.net/ark:/65665/ws6c70cb4a6-3fcf-4594-b988-ea187d367d4a>